

Pearson Good Habits Great Readers, Grade 4 ©2007

Correlated to

Textbook Alignment to the Utah Fourth Grade Language Arts Core



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Textbook Alignment to the Utah Core – 4th Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.)* Yes X No _____

Name of Company and Individual Conducting Alignment: Book works Santa Fe LLC, Shannon O’Grady, PhD, President

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

- ☐ On record with the USOE.
- ☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 4 Language Arts Core Curriculum

Good Habits Great Readers Shared Reading Teacher’s Edition Grade 4

Title: Good Habits Great Readers Shared Reading Teacher’s Edition Grade 4 ISBN#: 0-7652-8073-6

Publisher: Pearson Education, Inc., publishing as Celebration Press

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: Teacher Edition - 76%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <i>Teacher Edition</i> - 100%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Develop language through listening and speaking.				
a.	Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).	Each new lesson contains multiple opportunities to identify specific purposes for reading, e.g., 40-47, 50-67, 64-72, 76-83, 86-93, 96-103, 106-113, 122-127, 132-137, 142-147, 152-157, 168-175, 178-185, 188-195, 198-205, 214-221, 224-231, 234-241, 244-251, 254-261, 270-277, 280-287, 290-297, 300-307, 316-323, 326-333, 336-343, 346-353		

b.	Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence).	Students given opportunities during <i>Review and Reflect</i> and <i>Pause and Reflect</i> exercises, e.g., 40, 42, 44, 46, 50, 52, 54, 56, 66, 68, 70, 72, 76, 78, 80, 82, 86, 88, 90, 92, 96, 98, 100, 102, 106, 108, 110, 112, 122, 124, 126, 132, 134, 136, 138, 142, 144, 146, 148, 152, 154, 156, 158, 168, 170, 172, 174, 178, 180, 182, 184, 188, 190, 192, 194, 198, 200, 202, 204, 214, 216, 218, 220, 224, 226, 228, 230, 234, 236, 238, 240, 244, 246, 248, 250, 254, 256, 258, 260, 270, 272, 274, 276, 280, 282, 284, 286, 290, 292, 294, 296, 300, 302, 304, 306, 316, 318, 320, 322, 326, 328, 330, 332, 336, 338, 340, 342, 346, 348, 350		
c.	Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).	<i>Talk Together</i> activities provide for students to speak clearly, audibly and expressively, e.g., 40, 42, 44, 50, 52, 54, 66, 68, 70, 76, 78, 80, 86, 88, 90, 96, 98, 100, 106, 108, 110, 122, 124, 126, 132, 134, 136, 142, 144, 146, 152, 154, 156, 168, 170, 172, 178, 180, 182, 188, 190, 192, 198, 200, 202, 214, 216, 218, 224, 226, 228, 234, 236, 238, 244, 246, 248, 254, 256, 258, 270, 272, 274, 280, 282, 284, 290, 292, 294, 300, 302, 304, 316, 318, 320, 326, 328, 330, 336, 338, 340, 346, 348, 350		

d.	Speak using simple and compound sentences with appropriate subject-verb agreement and verb tense.	Students can speak using simple and compound sentences during <i>Talk Together</i> activities, e.g., 40, 42, 44, 50, 52, 54, 66, 68, 70, 76, 78, 80, 86, 88, 90, 96, 98, 100, 106, 108, 110, 122, 124, 126, 132, 134, 136, 142, 144, 146, 152, 154, 156, 168, 170, 172, 178, 180, 182, 188, 190, 192, 198, 200, 202, 214, 216, 218, 224, 226, 228, 234, 236, 238, 244, 246, 248, 254, 256, 258, 270, 272, 274, 280, 282, 284, 290, 292, 294, 300, 302, 304, 316, 318, 320, 326, 328, 330, 336, 338, 340, 346, 348, 350		
Objective 1.2: Develop language through viewing media and presenting.				
a.	Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy).	44, 353		
b.	Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).	N/A		

STANDARD II: Students develop an understanding of how printed language works.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <i>Teacher Edition</i> - 0%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Demonstrate an understanding that print carries “the” message.				
a.	Recognize that print carries different messages.	See Kindergarten and First Grade		
b.	Identify messages in common environmental print (e.g., signs, boxes, wrappers).	See Kindergarten and First Grade		
*Kindergarten Objective 2.2: Demonstrate knowledge of elements of print within a text.				
a.	Identify front/back, top/bottom, left/right of textbook	See Kindergarten and First Grade		
b.	Discriminate between upper- and lower-case letters, numbers, and words in text.	See Kindergarten and First Grade		
c.	Show the sequence of print by pointing left to right with return sweep.	See Kindergarten and First Grade		
d.	Identify where text begins and ends on page.	See Kindergarten and First Grade		
e.	Identify punctuation in text (i.e., periods, question marks, exclamation points).	See Kindergarten and First Grade		
**First Grade Objective 2.2: Demonstrate Knowledge of elements of print within a text.				
a.	Discriminate between letters, words, and sentences in text.	See Kindergarten and First Grade		
b.	Match oral words to printed words while reading.	See Kindergarten and First Grade		

c.	Identify punctuation in text (i.e., periods, question marks, and exclamation points).	See Kindergarten and First Grade		
STANDARD III: Students develop phonological and phonemic awareness.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <i>Teacher Edition</i> - 0%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Demonstrate phonological awareness				
a.	Count the number of syllables in words.	See Kindergarten and First Grade		
b.	Count the number of syllables in a first name.	See Kindergarten and First Grade		
Objective 3.2: Recognize like and unlike word parts (oddy tasks).				
a.	Identify words with same beginning consonant sounds (e.g., man, sat, sick) and ending consonant sounds (e.g., man, sat, ten) in a series of words.	See Kindergarten and First Grade		
b.	Identify words with same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson).	See Kindergarten and First Grade		
Objective 3.3: Orally blend word parts (blending).				
a.	Blend syllables to make words (e.g., /ta/.../ble/, table).	See Kindergarten and First Grade		
b.	Blend onset and rime to make words (e.g., /p/.../an/, pan).	See Kindergarten and First Grade		
c.	Blend individual phonemes to make words (e.g., /s/ /a/ /t/, sat).	See Kindergarten and First Grade		
Objective 3.4: Orally segment words into word parts (segmenting).				
a.	Segment words into syllables (e.g., table, /ta/.../ble/).	See Kindergarten and First Grade		
b.	Segment words into onset and rime (e.g., pan, /p/.../an/).	See Kindergarten and First Grade		

c.	Segment words into individual phonemes (e.g., sat, /s/.../a/.../t/).	See Kindergarten and First Grade		
Objective 3.5: Orally manipulate phonemes in words and syllables (manipulation).				
a.	Substitute initial and final sound (e.g., replace first sound in mat to /s/, say sat; replace last sound in mat with /p/, say map).	See Kindergarten and First Grade		
b.	Substitute vowel in words (e.g., replace middle sound in map to /o/, say mop).	See Kindergarten and First Grade		
c.	Delete syllable in words (e.g., say baker without the /ba/, say ker).	See Kindergarten and First Grade		
d.	Deletes initial and final sounds in words (e.g., say sun without the /s/, say un; say hit without the /t/, say hi).	See Kindergarten and First Grade		
e.	Delete initial phoneme and final phoneme in blends (e.g., say step without the /s/, say tep; say best without the /t/, say bes).	See Kindergarten and First Grade		
STANDARD IV: Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <i>Teacher Edition</i> - 100%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>✓
Objective 4.1: Demonstrate an understanding of the relationship between letters and sounds. (See kindergarten, first, and second grade).				
a.	Identify and pronounce all vowel diphthongs (e.g., oi, oy, aw, au) and consonant digraphs (e.g., ch, sh, th, wh) accurately in words.	See Kindergarten, First and Second Grade		
b.	Identify and pronounce sounds for short and long vowels, using patterns (e.g., cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in two-syllable words.	See Kindergarten, First and Second Grade		

c.	Identify and pronounce r-controlled vowel patterns in words (e.g., ar, or, er).	See Kindergarten, First and Second Grade		
d.	Identify and blend letter sounds to pronounce words.	See Kindergarten, First and Second Grade		
Objective 4.2: Use knowledge of structure analysis to decode words.				
a.	Identify and read grade level contractions and compound words.	See Kindergarten, First and Second Grade		
b.	Identify sound patterns and apply knowledge to decode words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).	See Kindergarten, First and Second Grade		
c.	Demonstrate an understanding of representing the same sound with different patterns by decoding these patterns accurately in isolation and in text (e.g., ee, ea, ei, e).	See Kindergarten, First and Second Grade		
d.	Use knowledge of root words and prefixes (e.g., re, un, mis) and suffixes (e.g., s, es, ed, ing, est, ly) to decode words.	See Kindergarten, First and Second Grade		
e.	Use letter and syllable patterns to pronounce multisyllabic words.	See Kindergarten, First and Second Grade		
Objective 4.3: Spell words correctly.				
a.	Use knowledge of word families, patterns, and common letter combinations to spell new words.	See Kindergarten, First and Second Grade		
b.	Spell words with short and long vowel sounds, r-controlled words, words with consonant blends, consonant and vowel digraphs.	See Kindergarten, First and Second Grade		
c.	Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., believe, answer).	See Kindergarten, First and Second Grade		
d.	Learn the spellings of irregular and difficult words (e.g., because, animals, before, answer, weight).	See Kindergarten, First and Second Grade		
Objective 4.4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).				
a.	Use knowledge about spelling to predict the spelling of new words.	See Kindergarten, First, Second and Third Grade		

b.	Visualize words while writing.	See Kindergarten, First, Second and Third Grade		
c.	Associate spelling of new words from known words and word patterns.	See Kindergarten, First, Second and Third Grade		
d.	Use spelling generalities to assist spelling of new words.	See Kindergarten, First, Second and Third Grade		

STANDARD V: Students develop reading fluency to read aloud grade level text effortlessly without hesitation.

Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <i>Teacher Edition</i> - 100%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
Objective 5.1: Read aloud grade level text with appropriate speed and accuracy.				
a.	Read grade level text at a rate of approximately 120-150 wpm.	Each new unit's text readings to allow ample opportunity for student to read grade level text, e.g., 64, 74, 84, 94, 104, 120, 130, 140, 150, 166, 176, 186, 196, 212, 222, 232, 242, 252, 268, 278, 288, 298, 314, 324, 334, 344		
b.	Read grade level text with an accuracy rate of 95-100%.	Teacher may evaluate through fluency practice exercises found within text, e.g., 85		
Objective 5.2: Read aloud grade level text effortlessly with clarity.				
a.	Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.	187, 197, 269, 289, 325		

b.	Read grade level words with automaticity.	Each new unit's text readings to allow ample opportunity for student to read grade level words with automaticity, e.g., 64, 74, 84, 94, 104, 120, 130, 140, 150, 166, 176, 186, 196, 212, 222, 232, 242, 252, 268, 278, 288, 298, 314, 324, 334, 344		
STANDARD VI: Students learn and use grade level vocabulary to increase understanding and read fluently.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <i>Teacher's Edition</i> 100%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Learn new words through listening and reading widely.				
a.	Use new vocabulary learned by listening, reading, and discussing a variety of genres.	96, 133, 185		
b.	Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).	Student may learn the meaning and properly use grade level words during <i>Word Study</i> activities, e.g., 65, 85, 167, 177, 213, 233, 243, 253, 315, 325, 335, 345		
Objective 6.2: Use multiple resources to learn new words by relating them to known words and/or concepts. See second, third, fourth, fifth, and sixth grades.				
a.	Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries, beginning thesauruses).	207, 216-217, 225		
b.	Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., settlers: Indians, pioneers, farmers).	133		

Objective 6.3: Use structural analysis and context clues to determine meanings of words.				
a.	Identify meanings of words using roots and affixes (e.g., disrespectfully).	103, 233, 335		
b.	Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes and idioms.	65, 96, 213, 325		
c.	Use context to determine meanings of synonyms, antonyms, homonyms (e.g., there/their/they're) and multiple-meaning words (e.g., rock).	167, 315		
STANDARD VII: Students understand, interpret, and analyze narrative and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <i>Teacher's Edition</i> -100%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Identify purposes of text.				
a.	Identify purpose for reading.	124-125, 129		
b.	Identify author's purpose.	89, 200, 201, 246-247, 249, 251		
Objective 7.2: Apply strategies to comprehend text.				
a.	Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	111, 142, 144-146, 148-149, 198-199		
b.	Generate questions about text (e.g., factual, inferential, evaluative).	49, 59, 76-82, 86-91, 97, 119, 134, 155, 174, 219, 254-255, 259, 283, 291, 349		
c.	Form mental pictures to aid understanding of text.	263, 300-305		
d.	Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.	66-67, 68-71, 214-215,		

e.	Make inferences and draw conclusions from text.	114-115, 152-158, 183, 191, 207, 224-226, 228-231, 236-237, 349		
f.	Identify theme/topic/main idea from text; note details.	108-109, 200, 203		
g.	Summarize important ideas/events; summarize supporting details in sequence.	59, 108-111, 284		
h.	Monitor and clarify understanding applying fix-up strategies while interacting with text.	56, 59, 76, 91, 290, 292-293, 295		
i.	Compile, organize, and interpret information from text.	262-263, 280-281, 283-285, 291, 305		
Objective 7.3: Recognize and use features of narrative and informational text.				
a.	Identify characters, setting, sequence of events, problem/resolution.	75, 171, 173, 179, 178, 182-183, 188-191, 194, 204, 247, 272-276,		
b.	Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.	39, 45-47, 68, 220-221, 263, 305, 326-327		
c.	Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.	70-71, 107, 151, 207, 216-217, 223, 225, 243		
d.	Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect).	223, 207, 244, 247		
e.	Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, other resources).	44, 45, 353		

STANDARD VIII: Students write daily to communicate effectively for a variety of purposes and audiences.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <i>Teacher's Edition</i> -48%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 8.1: Prepare to write by gathering and organizing information and ideas (pre-writing).				
a.	Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.	<i>Pause and Reflect</i> exercises help students to generate ideas for writing, e.g., 46, 56, 72, 82, 92, 102, 128, 138, 148, 174, 184, 194, 220, 230, 240, 250, 276, 286, 296, 322, 332, 342		
b.	Select and narrow a topic from generated ideas.	<i>Writing About It</i> activities can assist student in narrowing topics, e.g., 46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
c.	Identify audience, purpose, form for writing.	Instructor can use <i>Write About It</i> activities to assist student in identifying audience, purpose and form, e.g., 46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
d.	Use a variety of graphic organizers to organize information.	171, 270-276, 280-282, 284-286, 290, 305		

Objective 8.2: Compose a written draft.				
a.	Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).	Student can organize draft ideas in an organized manner through <i>Write About It</i> activities found throughout text, e.g., 46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
b.	Use voice to fit the purpose and audience.	Multiple opportunities through <i>Writing About It</i> activities found throughout text, e.g., 46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
c.	Use strong verbs and precise and vivid language to convey meaning.	<i>Write About It</i> activities found throughout text provide multiple opportunities, e.g., 46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
d.	Identify and use effective leads and strong endings.	Student will identify and use effective leads and strong endings during <i>Write About It</i> activities found throughout text, e.g., 46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
Objective 8.3: Revise by elaborating and clarifying a written draft.				
a.	Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.	N/A		
b.	Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences (i.e., sentence length, simple and complex sentences).	46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		

c.	Revise writing, considering the suggestions of others.	N/A		
Objective 8.4: Edit written draft for conventions.				
a.	Edit writing for correct capitalization and punctuation (i.e., words in a series, dialogue, complex sentences, singular possessives, abbreviations).	N/A		
b.	Edit for spelling of grade level-appropriate words.	N/A		
c.	Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).	N/A		
d.	Edit for appropriate formatting features (e.g., margins, indentations, titles).	N/A		
Objective 8.5: Use fluent and legible handwriting to communicate.				
a.	Write using upper- and lower-case cursive letters with proper form, proportions, and spacing.	N/A		
b.	Increase fluency with cursive handwriting.	N/A		
c.	Produce legible documents with cursive handwriting.	N/A		
Objective 8.6: Write in different forms and genres.				
a.	Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).	46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
b.	Produce traditional and imaginative stories, narrative and formula poetry.	N/A		
c.	Produce informational text (e.g., book reports, compare and contrast essays, observational reports, research reports, content area reports, biographies, summaries).	N/A		
d.	Produce writing to persuade (e.g., response to newspaper and magazine articles).	N/A		

e.	Produce functional texts (e.g. newspaper and newsletter articles, e-mails, simple PowerPoint presentations).	158		
f.	Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.	46, 56, 72, 82, 92, 102, 128, 138, 148, 174, 184, 194, 220, 230, 240, 250, 276, 286, 296, 306, 332, 342, 352		
g.	Publish 6-8 individual products.	N/A		